LEARNERS AND THEIR ENVIRONMENT

Laurens County School District 56
Clinton, SC 29325 - (864) 833-0800

(864) 833-0804 Fax

District Technology Plan

This plan is presented to the people of Laurens School District 56 for 2008 -2012.

Linda Darby
Chairman, Board of Trustees

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Dr. Wayne Brazell
Superintendent

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Lance L. Taylor
Technology Director

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Please address any questions or correspondence about this Technology Plan to the Technology Director.

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District Profile

Schools in District 56 - 7

Clinton High School
Bell Street Middle
Clinton Elementary
Eastside Elementary
Mercer Silas Bailey Child Development Center
Joanna Woodson Elementary

Students enrolled in District 56 - 3350

Percentage of Students Enrolled in Free and Reduced Lunch - 71%

E-Rate Discount – 82%

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Executive Summary

The purpose of the District Technology plan is to provide guidance for the teachers, staff, and administrators so that we have an exciting environment for learning for the students. This can only be accomplished with a strong commitment from a Team of support that include the community, families, businesses and district employees with the focus on the technology needs of our students.

Technology Dimension 1: Learners and Their Environment

Technology is to be used as a tool that helps every teacher and student be successful, creating a mastery of basic skills and development of critical thinking and problem-solving abilities. Technology must be a support tool to reinvent and expand schools so that all students achieve more and are better prepared for the workplace. This will allow the district to nurture an environment for increasing student performance.

Technology Dimension 2: Professional Capacity

Because technology is used as a tool and resource of the teachers to stimulate learning and decrease the time spent on paperwork, increasing the time a teacher can teach and interact with students, while expanding their mastery of teaching skills. Technology does not remove the interaction of the teacher to the student but allows for a greater window of opportunity to provide effective teachers, staff, and administrators.

Technology Dimension 3: Instructional Capacity

The use of technology into the retrofit and design of our schools allows us to create a safer environment for our students to learn. Schools that can include monitoring devices such as cameras, security systems, telephones, and other warning devices not only protect our children. They provide a caring and educational environment that is safe, orderly, and enjoyed by students and teachers.

Technology Dimension 4: Community Connections

One of the strongest benefits of technology is that it allows addition lines of communication with the community thru web access, e-mail, and increased telephone access. An environment that promotes community involvement can only enhance and excite teaching and learning for every individual. Education does not stop at the classroom. An educated community builds strong family and business support.

Technology Dimension 5: Support Capacity

Technology is not only a great tool for teaching and keeping our children and staff safe, but it should also be used to increase our productivity and time management. This can be done with the use of new phone switching, cell phones, voice mail, e-mail, PDA's, job scheduling, SASI, Spectrum, and many other tools that will allow our teachers and administrators to focus on instruction of our future leaders. Productive and effectual operation allows for more funding to be directed to the instruction of our students.

Power School

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District Needs Assessment

This plan outlines the technical needs and wishes of the staff of Laurens County School District 56, Clinton, SC. These plans are the results of individual and collective site-based analysis of facility, staff, student and community needs. The plan is to provide guidance for teachers, staff, and administrators to allow us create an exciting environment for learning, that prepare all participants for life and work in the 21st century.

Part I.

The school district will enhance the district technology to provide increased student and teacher access to sources of information available through all of today's technology.

Part II.

The school district will expand classroom instruction through teacher and student use of technology.

Part III.

The school district will develop skills that students will need to succeed in an increasingly technical society.

Part IV.

The school district will provide effective and appropriate technical support for all technology utilized by the district.

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District Vision and Mission Statement

The Mission of Laurens County School District 56:

Preparing all learners to be contributing, successful citizens.

The Vision of Laurens County School District 56:

Caring, Connecting, Committed to Excellence

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Individual Technology Dimensions

Learners and their Environment:

Snapshot of Current Technology Use in District

1: Novell Server based software to protect data & user rights
2: Astaro firewall
3: 1500 Windows XP, 2000, & Visa PC's
4: 19 Novell & 15 Windows based Servers
5: TCP/IP Ethernet wiring using CAT 5 & 6
6: Windows Office 2000
7: 2 GIG Ethernet back bone to each location
8: 20 meg internet connection

OPERATIONAL PLAN

I. OBJECTIVES AND STRATEGIES

Goal: To actively embrace and seek out technologies to provide home, school, and community environments conducive to our students achieving technological literacy by the end of the eighth grade and to raise the overall level of academic achievement in Laurens County School District 56.

OBJECTIVES	STRATEGIES
1.1 Students will use technology to acquire and demonstrate communication, collaboration, and engagement skills that are aligned with state standards across the curriculum and will thereby increase their level of academic achievement.	A. Provide opportunities and resources to the district and schools to facilitate the development and implementation of effective communication and collaboration skills using technology in the core content areas B. Conduct student projects that will yield sustained, engaged learning and collaboration in the core content areas C. Have students present their collaborative projects to identified audiences D. Recognize and promote best practices that successfully integrate technology, including assistive technology, into the curriculum E. Provide appropriate accommodations for students with special needs when conducting tests, including standardized tests, using technology
1.2 Students will engage in authentic learning activities that are aligned with state standards and that integrate technology, including assistive technology, into the core content.	A. Develop technology-enhanced learning activities aligned with state standards in core content areas B. Create and maintain student technology portfolios documenting grade-level-appropriate technology competencies C. Appoint or hire districtwide school technology coaches or form districtwide technology integration teams to offer guidance to schools, educate teachers, and help ensure that lesson plans and activities incorporate a variety of technologies, including those appropriate for students with special needs

1.3 Students will select the appropriate tools to complete authentic, real-life multidisciplinary tasks and will demonstrate technology competence by the end of the eighth grade.	A. Create and use lesson activities in which students employ a variety of technology tools, including assistive technology, to complete authentic multidisciplinary tasks B. Measure student technology proficiency by using surveys and performance-based assessments C. Provide all students, including those with special needs, access to a range of high and low technology solutions, including software, peripherals, and other tools to increase student communication, participation, and collaboration
1.4 The SDE, the school district, and the schools will provide students with an enhanced learning environment through technological tools, including assistive technology, that are designed to promote high academic achievement.	A. Establish school and community learning environments that enable students to use technology for real-world problem solving and research B. Adopt grade-level-appropriate technology standards and integrate them into the curriculum to enable students to fully participate in today's information-rich global society C. Adopt grade-level-appropriate technology standards and integrate them into the curriculum to prepare students to function in an information-rich global society

II. ACTION LIST

- The SDE and the school district should coordinate access to an on-line database of technology-infused lesson plans and classroom examples across the core content areas in alignment with the state academic standards, through the SCTLC Web portal, and other digital resources.
- The SDE and the school district should provide access to effective, research-based assistive technologies—including software, peripherals, and other tools to increase student communication, collaboration, and engagement—that will support inclusion of students with disabilities in the core content courses at all grade levels.
- The district should develop strategies to ensure that school improvement plans address the use of technology, including assistive technology, to support a shared learning environment that includes educators, parents, and community members.
- The SDE should establish grade-level-appropriate technology standards and competencies based on the ISTE NETS-S.

- The SDE, the district, and the schools should ensure improved student achievement test scores in the core content areas, increased student access to technology (shown by the SDE Technology Counts on-line survey), and increased student access to technology outside the school environment.
- The SDE and the school district should establish minimum requirements for student portfolios that document student progress by including technology collaborative scoring rubrics and checklists, videos and pictures of student activities, samples of individual and collaborative problem-solving and research projects, samples of student products created using a variety of technology tools, and samples of other student work.
- Student portfolios and checklists in all grades as well as a performance-based technology applications evaluation at the completion of the fifth and eighth grades should be used to assess student technology proficiency as well as to assess the effectiveness of the assistive technology tools used by students with special needs.
- Students themselves should be given opportunities to assess the effectiveness of technology tools, including the range of assistive technology, being used for classroom activities.
- The district should complete initial and ongoing assessments to measure increased availability of technology opportunities and resources.
- Educators and parents should complete initial and follow-up assessments to ensure that the use of technology, including the range of assistive technology tools, is effective in enhancing student learning.
- The SDE, district, and regional curriculum/technology teams should identify best practices of seamless technology integration that will be disseminated via on-line resources such as the SCTLC Web portal and the *South Carolina Technology News* e-magazine, conferences and workshops, and the South Carolina Association for Educational Technology (SCAET) technology project awards.
- The district and schools should develop methods of recognizing student technology achievement, including the use of assistive technology, using resources such as CPU (Computer Power Users) and TNT (Teachers 'N Technology).

III. IMPLEMENTATION ACTION STEPS

SDE

- Begin designing recertification courses to include how to create and sustain both traditional and electronic portfolios on teaching and student work, project-based learning, on-line projects, interactive learning, and collaborative projects.
- Offer professional development courses using innovative delivery strategies
- Recognize exemplary technology integration programs and teachers at the South Carolina EdTech conference
- Recognize educators' exemplary use of assistive technology in teaching and learning at statewide events such as the EdTech conference and the South Carolina Assistive Technology Expo.
- Encourage statewide educator, student, and community involvement in the public school system via electronic communications and other media.

DISTRICT

- Assign school technology coaches or form district wide technology integration specialist teams to offer guidance to schools
- Assign assistive technology coaches to educate teachers and help ensure that lesson plans and activities incorporate a variety of technologies in ways that make them accessible to individuals special needs
- Offer professional development courses using innovative delivery strategies
- Begin working with teachers in the classroom to create lesson plans that incorporate a variety of technologies into authentic multidisciplinary tasks
- Recognize exemplary technology teachers and students
- Hold technology fairs that showcase exemplary student technology projects to the community
- Encourage home and community involvement in the public school system by electronic communications and other media

SCHOOLS

- Implement an on-line system for displaying student work such as e-mail projects, on-line projects, and so forth
- Recognize exemplary student technology projects
- Hold "technology nights" that showcase exemplary student technology projects and technology teachers to the community
- Provide access to technology resources, including assistive technology, during nontraditional school hours
- Include goals and strategies for technology and assistive technology development in school improvement plans
- Encourage home and community involvement in the public school system through the use of electronic communications and other media

IV. FUNDING CONSIDERATIONS

SDE

- Technology professional development
- Technology course development
- Regional Technology Center operation
- Statewide recognition programs
- Technology resources to support standards-based learning across the curriculum

DISTRICT

- Technology professional development
- Technology course development
- Technology staff
- Recognition programs
- Teacher and student portfolio materials
- Technology resources to support standards-based learning across the curriculum

SCHOOLS

- Technology professional development
- Technology course development
- Technology staff
- Recognition programs
- Teacher and student portfolio materials
- Technology resources to support standards-based learning across the curriculum

V. EVALUATION

Objectives	Possible Baseline Data	Possible Data Sources to Be Used for Ongoing Evaluation and End-of-Program Report	Outcomes (Include "action list" items achieved.)				
			JAN. 2008	JAN. 2009	JAN. 2010	JAN. 2011	JAN. 2012
1.1 Students will use technology to acquire and demonstrate communication, collaboration, and engagement skills that are aligned with state standards across the curriculum and will thereby increase their level of academic achievement.	• Statewide achievement test scores • District report cards • Technology surveys • Student portfolios • School technology and improvement plans	• Statewide achievement test scores • District report cards • Technology surveys • Student portfolios • Observations and interviews • Anecdotal records • Documented access to on-line resources					
1.2 Students will engage in authentic learning activities that are aligned with state standards and that integrate technology, including assistive technology, into the core content.							
1.3 Students will select the appropriate tools to complete authentic, real-life multidisciplinary tasks and will demonstrate technology competence by the end of the eighth grade.	• District, school, and community surveys	• Listing of recognition programs					
1.4 The SDE, the school district, and the schools will provide students with an extended learning environment through technological tools, including assistive technology, that are designed to promote high academic achievement.							

PROFESSIONAL CAPACITY

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II. ACTION LIST

- The school district will coordinate access to an on-line database of technology-infused lesson plans and classroom examples across the core content areas in alignment with the state academic standards, through the SCTLC Web portal, the MarcoPolo "Internet Content for the Classroom" Web site (http://www.marcopolo-education.org/), and other digital resources.
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